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THE DEVELOPMENT OF CALIFORNIA STATE COLLEGE
IN COACHELLA VALLEY

A Thesis
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Public Administration

by

Abby Mozoras


December 2000

THE DEVELOPMENT OF CALIFORNIA STATE COLLEGE
IN COACHELLA VALLEY

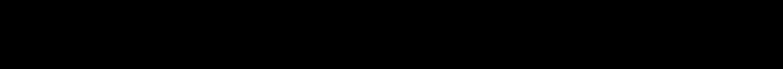
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by
Abby Mozoras
December 2000

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ABSTRACT

On November 9, 1994 the Trustees of California State University (CSU), signed a memorandum of understanding (MOU) with the City of Palm Desert and Palm Desert Redevelopment Agency, with the objective to build a permanent upper division and graduate off-campus center in the city of Palm Desert. The city of Palm Desert has the goal of making higher education more accessible to the residents of Coachella Valley and beyond.

The purpose of this study is A) to identify the criteria for establishing permanent off-campus facility for existing centers. B) To identify the number of students from College of the Desert (COD) who are planning to continue their education at the California State University, Coachella Valley Campus (CVC.) C) To determine whether a permanent CSU Campus in the Coachella Valley will motivate students from College of the Desert (COD) to get their bachelor's degree locally. D) To identify the degree programs in which COD students are most interested-in. E) To determine whether ethnicity (Hispanic students are the target group) plays a role in the students' choice of degree program.

For purpose of this study literature pertaining to development of California State University, San Bernardino, and development of CSU off-campus centers was reviewed. Two hundred and thirty one students attending the spring 1999 semester at College of the Desert provided the data for this study.

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CHAPTER ONE

Introduction

Population growth in California and specifically Coachella Valley has been significant since the early 1980's. The population of California in 1980 was 23,667,764; in 1998, the population grew to over 33 million residents, a growth rate of over 28%. The Coachella Valley's population for the same period grew from 199,895 to 494,168; this represents a 59% growth rate. It is estimated that the Coachella Valley in the next decade will continue with a growth rate of over 6% per year (City of Palm Springs-ISD.)

The local economy is mainly supported by tourism. There are over 270 hotels with 15,600-hotel rooms. The annual impact of tourism on the local economy is about \$1.5 billion. (1995 Riverside County, Dept. Finance.) Agriculture is the second largest source of revenue for the local economy with over 62,000 acres of agricultural crops; the 1994-crop production totaled \$324 million.

The changing needs of the population in this area during the past decade, has brought to the Coachella Valley satellite campuses, distant learning programs, and virtual

university courses from various educational institutions. In the fall of 1986 the California State University, San Bernardino (CSUSB), started offering state-supported upper-division courses for undergraduate, graduate degree programs, and teaching credential programs in an off-campus center in the city of Palm Desert. The temporary California State University, Coachella Valley Campus (CVC) started operation out of a construction trailer located on the grounds of College of the Desert campus (COD). This arrangement with COD continues, although the size of off-campus center and facilities made available has expanded considerably.

In recent years, there has been a tremendous level of support and aspiration from civic and business leaders in the Coachella Valley to build a permanent four-year university campus in the area to provide higher education services for the Coachella Valley and beyond. To achieve this goal the City of Palm Desert and the Palm Desert Redevelopment Agency signed a memorandum of understanding on November 9, 1994, with the Trustees of the California

State University entering into partnership for the purpose of building a permanent CSU Campus in the city of Palm desert. The Agency donated 200 acres of land at the northeast corner of Frank Sinatra Drive and Cook Street, within one mile of Interstate 10. The ultimate goal of the City was to have an independent university within the next twenty years (Master Plan, 1997.)

Purpose of the Study

The purpose of this study is 1) to identify the criteria for establishing permanent upper-division off-campus facility for existing centers; 2) to determine what percentage of students from COD intend to continue with their education at CVC, and the effect of permanent CVC Campus on COD students' motivation to continue with their education locally; 3) to determine what undergraduate degree programs COD students are most interested in; and 4) to identify whether race or ethnic attributes affect cohorts choice of degree programs.

Significance of the Study

One of the most important developments in business and politics today is the growing perception that knowledge is

the most important wealth-producing asset. (Drucker, 1989)

The focus on education and higher earning power for people with higher education has been more apparent in this information age. Demands for specific skills and competencies are of growing importance and concern to the business world.

Changes in the demographic, economic, and political forces in Coachella Valley in the past decade have been transforming this area from an agricultural/retirement community to a bi-cultural community that needs a more educated and informed work force to compete in a global economy for the purpose of promoting and serving this high-end tourist destination. Current population distribution in the Coachella Valley as of January 1, 1999 is as follows:

POPULATION BY RACE

Other	25.5%
Black	2.6%
Hispanic	39.0%
White	32.9%

POPULATION BY AGE

Under 18 Years	25.4%
18-44 Years	39.4%
45-65 Years	18.4%
65 & Over	16.8%

GENDER DISTRIBUTION

Male	49.9%
Female	50.1%

EDUCATION DISTRIBUTION IN THE COACHELLA VALLEY*

- ◆ 29.5% have less than four years of high school education.
- ◆ 23.1% are high school graduates.
- ◆ 24.5% have some college education.
- ◆ 16.6% employed in the area have a Bachelor's Degree (City of Palm Springs-ISD, web site).

A significant demographic and political force in the Coachella Valley is the Hispanic population, which is the predominant minority population in the area. In a 1995 study the U.S. Census Bureau, Population Division, predicted that by the year 2025 California's population would increase from 31.6 million to 49.3 million, ranking California still the most populous state in the country. (USA Today, 13A.) By the year 2025, the Hispanic

*The above population demographic is based upon 1999 edition of Wheeler's demographic profile of the Coachella Valley, volume IX.

population in the state will grow to 43% and 33.7% white, and the Hispanic population growth in the Riverside County is expected to be closer to 60 percent.

In order to improve their socioeconomic status the younger Hispanics are trying to distance themselves from low paying labor intensive jobs and are trying to get higher paying jobs by pursuing higher education. The younger generation Hispanics are going to college in greater numbers than ever. The number of students attending CVC grew from 14 percent in 1990 to 26 percent in 1998. (Daniels, 1999)

This study will attempt to provide an overview for the administrators at the California State University, Coachella Valley Campus, with insight into the makeup of the student body at College of the Desert and the degree programs in which they are most interested. This insight could assist administrators and educators in offering classes and degrees that meet the needs of the students and result in higher enrollment at the campus. In addition, this study can assist as a base for future course offerings.

Organization

This paper is divided into five chapters. Chapter 1 provides an introduction, defines key terms used, states the purpose and significance of the study, and identifies limitations of the study. Chapter two provides and reviews related literature on California State University, San Bernardino, CVC, and College of the Desert. Chapter three explains the methodology, research design, and data collection process. Chapter four presents the findings of the study. Chapter V provides my conclusions and recommendations based on the findings of the study. The appendices and reference tables are listed at the end of this report.

Limitations

The study was limited to students attending COD in the spring of 1999 ; therefore, the sample may not necessarily accurately represent the view of other prospective CVC students who were not attending COD at the time of survey. The study is further limited to the reflective responses of the participants.

Delimitations

The probability sampling method was a positive factor in selecting the elements for the purpose of conducting this survey. The students (elements) had equal probability of being selected and were representative of the student body attending COD in the spring of 1999 semester.

Definition of Terms

CSUSB- California State University, San Bernardino.

C.O.D.- College of the Desert.

CVC Campus- California State University, Coachella Valley
Campus

Traditional student- a person under the age of twenty-five who participates in undergraduate studies with no break, or only a short break, between high school and college.

Returning student- a person over the age of 25.

Senior student- a student over the age of 55.

WASC- Western Association of Schools and Colleges.

Elements- students surveyed for this thesis.

Unit of analysis- analysis of students' responses surveyed.

Vocational Programs- programs designed to train students in a specific field of work.

Traditional Education- education with the goal of an overall/general education followed

by a specific major geared towards an undergraduate degree.

Career-oriented Programs- educational programs geared towards a specific career goal.

CHAPTER TWO

Review of Related Literature

This chapter reviews the literature relevant to this study. Topics discussed include a historical review of California's public segment of higher education, California's community colleges, California State University (CSU), University of California, San Bernardino-Riverside State College, California University, San Bernardino, criteria for establishing and operating permanent upper-division off campus centers, procedures for institutional eligibility, candidacy, and accreditation by WASC, California State University, San Bernardino, Coachella Valley Campus, and College of the Desert.

California's Public Segments of Higher Education

California's public segments of higher education is organized into the following groups:

- ◆ California Community Colleges (CCC)
- ◆ California State University (CSU) system
- ◆ University of California system.

California's Community Colleges

The California's Community Colleges (CCC) is organized into seventy-one districts, which contain 107 colleges (campuses), and hundreds of off-campus centers. These districts are organized by locally elected board of trustees who serve four-year terms. To provide statewide leadership and coordination, a sixteen member Board of Governors was created in 1968. The sixteen-member board of governors is appointed to six-year terms by the Governor. The Board hires the Chancellor of the California Community Colleges. The Chancellor's office is located in Sacramento.

California State University (CSU)

The California State University (CSU) consists of twenty-three campuses whose chief executive officers are called presidents. The statewide chief executive officer is the Chancellor. The CSU is governed by a twenty-three member Board of Trustees, sixteen being appointed by the Governor and need confirmation by the state Senate and seven state officials (including the Governor) serving as ex officio, voting members. The trustees serve six-year terms. The CSU headquarter is located in Long Beach, California. (California Citizens Commission on Higher Education)

University of California

The University of California (UC) consists of eight general campuses and one Health and Science campus (located in San Francisco.) The chief executive officer of the UC system is called the president and the campus chief executive officers are called the Chancellors. The UC system is governed by the constitutionally established Board of Regents, the twenty-eight members consists of twenty Regents who serve twelve-year terms, one student

appointed by the board, and seven state officials (including the Governor) that serve as ex officio, voting members. The office of the president is located in Oakland. (California Citizens Commission on Higher Education.)

San Bernardino-Riverside State College,
California State University, San Bernardino

In the spring of 1960, San Bernardino's State Senator Stanford C. Shaw persuaded the legislature to pass a bill creating San Bernardino-Riverside State College. On April 29, 1960, Governor Edmund G (Pat) Brown signed the statute. Policy on higher education at the time was influenced by two factors, the baby boom of post-war America necessitated the expansion of California's system of higher education, and the new governor, Pat Brown, was dedicated to widening the educational opportunities in the state.

In 1961 John M. Pfau was selected as the new college's president. His resume included involvement in the creation of Sonoma State College and a branch of Chicago Teacher's College, which evolved into Northern Illinois State University (McAfee 1990). The first mission statement of

the California State University, San Bernardino, was drafted and approved by the state colleges' Board of Trustees' Committee on Educational Policy on January 23, 1964. It read, "It is the purpose of the California State College at San Bernardino to provide opportunities for education in the finest tradition of the liberal art and sciences. The college is committed to the proposition that while education may have many valuable purposes, it should be fundamentally an intellectual enterprise. Thus, the academic program of the College is designed to encourage intellectual growth, excellence in the basic skills of educated men, and ample exposure to the liberal arts and sciences." (Report, September 1966)

During the 1960s, CSU, San Bernardino, evolved through three distinct stages. The founders were designing an intellectual community/college. According to this model, the student body would focus on the life of the mind; the primary purpose of this community was based on the goal of intellectual enrichment and personal refinement. The faculty members, during this stage, were expected to be devoted to this ideal. The institution, which existed by

taxpayers' money and subject to statewide political mandates and pressures, had to relinquish this ideal eventually because of the pressure from the surrounding community, community colleges in the area, low enrollment, and other external factors (McAfee, 1990).

John Pfau, president of California State University, San Bernardino, served on a statewide committee to reform and stiffen the general requirements in all CSU institutions. A significant achievement of the Pfau administration during the early years of the college was establishment of "Faculty Peer Evaluation" process. This professional policing process is one of the most notable legacies of the Pfau administration (McAfee, 1990).

After the retirement of John Pfau in 1982, Dr. Anthony Evans was appointed as the second CSU president. Dr. Evans was eager to serve the surrounding community by making higher education more readily available. Thus, service to the two-counties surrounding the college became the institution's highest priority; which resulted in offering more and more off-campus courses. To attract more students into college a new intercollegiate athletics program and

fraternities and sororities were established.

A demographic boom in San Bernardino and Riverside counties pushed the number of enrolled to new high for the campus, which soon became a designated university (McAfee, 1990). Dr. Evans ideal was developing "new student markets" with particular attention to vocationally oriented programs while moving away from the elite tradition. He viewed the institution as being a "service institution." (McAfee, 1990).

Dr. Evans vigorously pursued his vision of expanding and changing the face of traditional education in the university; this created a tension among the faculty members who were against replacing the traditional educational process with a career-oriented education. Other notable and credible educational institutions supported the faculty members' point of view. In 1983, the National Commission on Excellence in Education issued a report entitled "A Nation at Risk," which noted a disturbing decline in the academic skills of American youth in critical areas such as basic math skills, writing, and comprehension. Other educational authorities also claimed

that higher education in America had been diluted by the multiplication of career-oriented programs that trained students but did not educate them. (McAfee, 67.)

The dynamic growth throughout the 1980s enabled the university to strengthen its programs and improve faculty morale through institutional support for research and other creative programs. The faculty maintained that the mission and goal of the university was to enhance the intellectual, cultural and personal development of its students and meet the educational needs of the Inland Empire. Also, important was the goal of preparing students to take on the challenges of the 21st century and learn to assume leadership positions in their community.

The faculty members made every effort to work closely with the students. They strived to provide the students with state of the art library and computer labs. The university built programs and services based upon six objectives:

- ◆ Provide a sound program of general education in the arts and sciences for all undergraduate students.

- ◆ Include experiential approaches to learning for undergraduate and graduate students.
- ◆ Foster an open exchange of ideas and views.
- ◆ Encourage and support faculty to remain current in the fields they teach.
- ◆ Enrich students' lives outside of class by sponsoring speaker programs, supporting clubs and other organizations, and encouraging a variety of cultural events, and
- ◆ build partnerships with the communities throughout the region in order to identify and solve mutual concerns and problems.

To achieve these goals, the university continually develops academic programs and services. These are designed to assist people who use the campus to acquire new skills, and access information they need to improve their quality of life and to plan for a more productive future. The university offers a large number of professional, occupational, and traditional academic programs at both the baccalaureate and master's level, so

that new and returning students can gain up-to-date skills and knowledge.

In addition, the university offers programs beyond its traditional liberal arts curricula for:

- ♦ Educational programs to prepare teachers for a multicultural society.
- ♦ Applied science and engineering programs to support technology development in southern California.
- ♦ Management and administration programs.
- ♦ International studies to prepare graduates for global community.
- ♦ Fine and performing arts. (California States University 1994-95, San Bernardino, catalog of programs, 11.)

Criteria for Establishing and Operating Permanent Upper Division Off-Campus Centers

The criteria for establishing and operating an off-campus center according to California Postsecondary Education Commission are (Analysis, p22):

- ♦ The new campus has to have enrollment projections for five years; enrollment should be sufficient to justify

the new off-campus center. For the University of California and the California State University, five-year projections of the nearest campus of the segment proposing the center must also be provided.

- ◆ The segment proposing an off-campus center must submit a comprehensive cost/benefit analysis of expansion of existing campuses, expansion of existing off-campus centers in the area, and utilization of the existing campus and off-campus centers.
- ◆ The possibility of using leased or donated space had been explored.
- ◆ Public and private institutions in the community must be consulted during the planning process.
- ◆ Programs offered must meet the needs of the community. Strong local or regional support must be demonstrated.
- ◆ The proposed off-campus center must not lead to unnecessary duplication of programs at neighboring campuses or off-campus centers.
- ◆ The new off-campus should not cause a reduction in enrollment in the adjacent community college, to a level that would hurt it economically.

- ◆ The proposed off-campus center must be located within reasonable commute for majority of residents.
- ◆ The programs projected must be described and justified.
- ◆ The facility must be accessible for the economically, educationally, and socially disadvantaged.
- ◆ The physical, social, and demographic characteristics of the campus must be defined. (Analysis, p 22-23.)

Procedures for Institutional Eligibility, Candidacy,
and Accreditation

The members of the Western Association of Western Association of School and Colleges (WASC) are a task force with the purpose of accrediting schools and colleges with the purpose of improving the quality of higher education. Accreditation in the Western region is guided by a set of principles, which are designed to serve the public interest and fulfill an institutional accountability function. The public purpose is to assure that the institution meets or exceeds basic standards of quality. To be accredited an institution must demonstrate that it: conducts its operations with integrity, with sufficient and qualified number of human resources and is able

financially and physically to provide an education consistent with its mission statement.

The second purpose of accreditation accountability is to promote quality higher education, providing institutional planning, future directions, program offerings, and resource allocations with a well articulated educational mission that contributes to the role it plays in the community promoting the good of higher education and society,

www.usfca.edu/plan/purposea.htm, 3.9.99.)

An institution seeking accreditation from WASC is required to go through the process of self-assessment in relation to the goal and mission of the institution with comparisons drawn between basic criteria for operation, standards, and policies. The institution must have:

- ◆ A charter and/or formal authority to award degrees from an appropriate governmental agency in the region in which it operates.
- ◆ A formally adopted statement of institutional purposes suited to the needs of the community it seeks to serve.

- ◆ A chief executive officer whose major responsibility is to the institution, and sufficient administrative staff to carryout the affairs of the institution.
- ◆ One or more educational programs leading to the baccalaureate degree or beyond. Educational objectives of each program have to be clearly defined.
- ◆ A coherent program of each program's educational prerequisite and all elements required for the programs offered.
- ◆ Sufficient number of faculty members with experience to support the programs offered.
- ◆ Evidence of adequate learning resources to support the programs offered on or off-campus.
- ◆ Clearly defined admissions policies and procedures.
- ◆ Adequate financial base of funding commitments, with sufficient financial reserve to ensure future stability.
- ◆ Establishing policy and procedures for refunding fees and charges for students who withdraw from enrollment.
- ◆ An accurate and current catalog, setting forth purposes and objectives, entrance requirements and procedures,

rules and regulations for conduct, programs and courses, degree completion requirements, full and part-time faculty members and degrees held, costs, and other pertinent information for attending or withdrawing from the institution (www.Wascweb.org/Senior/elig.htm, 3/9/99.)

California State University, San Bernardino,
Coachella Valley Campus

The California State University, Coachella Valley Campus opened its door in the fall of 1986. The campus is located in Palm Desert on the property of the local community college, College of the Desert. The campus operates from a group of modular buildings on the eastern edge of the campus. The initial academic programs included a Bachelor's degree in Liberal Studies and a single teaching credential (Multiple-Subject.) By fall of 1990, where CVC offered additional undergraduate and graduate programs to 699 students, the center's enrollment exceeded earlier projections (master plan, 1997).

The California State University, Coachella Valley Campus works in conjunction with the College of the Desert to provide opportunity for the desert residents to earn

their bachelor's degree locally. COD offers freshman and sophomore level transferable coursework (www.cpec.ca.gov/guide/b0013b.htm.) and CVC offers upper-division undergraduate coursework. Currently, CVC offers seven undergraduate programs; four credential programs, and four graduate degree programs. The course schedules are designed to accommodate special needs of the students.

The average age of CVC students is 36 years, and majority of the students are employed full-time. The student body consists of traditionally aged students and returning mid-career professionals (Daniels).

College of the Desert

The College of the Desert was founded in 1956; it is within the Desert Community College District, which covers 5479 square miles, an area bigger than the state of Connecticut. It encompasses five K-12 school districts and portions of three counties: counties of Riverside, San Bernardino, and Imperial Valley. The district serves over

15,000 students each year. Students that attend COD range in age from teenagers to seniors. Students can fulfill a variety of educational goals, earning a two- year Associate Art (AA) degree or an Associate Science (AS) degree. Students can earn Certificates in occupational programs, or attend classes to fulfill lower division requirements and transfer to other private or state universities to earn their bachelor's degrees.

CHAPTER THREE

Research Methodology

"If you can understand why things are related to one another, why certain regular patterns occur, you can predict even better than if you observe and remember those patterns. Thus, human inquiry aims at answering both what and why questions, and we pursue these goals by observing and figuring out" (Babbie, p.1995).

This chapter describes the research design, methodology, selection process, and the rationale for selecting specific group of students for purposes of this study. The survey distribution and collection method are outlined followed by analysis of the responses from the participants.

The first approach was to seek permission from the College of the Desert's president to conduct survey of selected students attending COD. After contacting the president's office, I was referred to office of the Dean of Students, Dr. Diane Ramirez. I met Dr. Ramirez and briefed her on the purpose of my visit, and gave her copy of the student survey questionnaire I had prepared. (EXHIBIT A,

and B) As per Dr. Ramirez's instruction, I then wrote a letter to every professor whose class I intended to survey.

After permission was granted from each professor, I then personally visited the selected classes and introduced myself before handing out the student survey questionnaire with a short letter of introduction and purpose of the survey. (see EXHIBIT A.) The survey was administered to 231 students enrolled at COD in the 1999 spring semester. The participating classes were selected because of their course of study; for example, the non-credit classes were eliminated for purposes of this survey. The personal enrichment classes were also eliminated from this study. The rationale for eliminating these groups of students was based on the assumption that a student intending to continue with higher education is most likely to take a transferable credit course that can be applied towards an undergraduate degree.

The surveyed classes were core subject /credit courses, which are part of the requirements for acquiring an associate degree or an undergraduate degree. For example, English 101 is part of requirement for a degree

program. Subjects such as Accounting I and II are also credit courses and are foundation courses for an undergraduate business degree. The same rationale was applied to the Economics I and II, and Business Law I and II courses.

Research Design

The main method used for this research was standardized survey research methodology. Survey research is one of the oldest methods for collecting data dating back to the time of the Egyptians (Babbie, 1995.) I also collected some data through interviewing faculty members at CVC, and informal interviews (conversations) with the College of the Desert faculty members, and community members involved in grass root efforts towards making a permanent CVC campus in Palm Desert a reality.

The same observation technique was used with each respondent in the study (Babbie, 1995) by using the same survey questionnaire administered at the beginning of each class.

The survey was administered to 49 students taking Business Law I and II courses, 40 students taking

Accounting I and II courses, 71 students taking Introduction to Expository Writing (English 51) course, and 71 students taking Microeconomics and Macroeconomics courses. A copy of the two-page survey questionnaire with a short letter of introduction given to the students in various classes is shown as (EXHIBIT B.)

The result of this survey is intended to give a composite picture of students attending COD; average age, ethnicity, academic objective, and choice of college for continuing their higher education. The characteristics and description of cohorts will be analyzed based on the findings of the study (Babbie, 104). In analyzing the data, the study will look at descriptive patterns and causal relationships among variables. The analysis and evaluation will be based on examining the distribution of attributes within a single variable *univariate analysis* (Babbie 9.) The aggregated description of the unit of study may be used as *social indicator*, which reflects the interest of the cohorts, and how this may affect future course offerings (Babbie, 256.)

CHAPTER FOUR

Result of the Study

This chapter presents the results of the survey described in chapter three. The first section examines the response data based on the personal questionnaire administered to the participants and presents the findings.

Survey Response Rate

The survey data was collected from 231 students enrolled in the 1999 spring semester, at the College of the Desert, Palm Desert. The response rate was 100 percent; all 231 students participated in the survey, although a few participants did not answer one or another specific question, and I will outline whenever this was the case.

Sample Design

The sampling process involved selecting students on the basis of the course of their study. For example, the non-credit classes were eliminated for purposes of this survey. The personal enrichment classes were also eliminated from this study.

DATA ANALYSIS

The research analysis is based on univariate analysis of data collected and examining the findings by variables in question.

Gender

The response rate on the question of gender was 100 percent; there were 231 responses. Table 1 provides a complete breakdown of the responses by the number of respondents and the percentages based on gender. Of the 231 respondents, 41.55% were male (96 students) and 58.45% were female (135 students.)

Age

There were 223 responses to the item age; the response rate was 96.53 %. The average age of students surveyed was 24 years old.

Marital Status

The response rate to the question on marital status was 97.40%; there were 225 responses. Of the 225 respondents 77% were single and 23% were married.

Race

The response rate on the question of race was 98.26%; there were 227 responses. Table 2 provides a detailed

breakdown on the race distribution. The Hispanic students were an explicit stratification variable. Of the respondents, 46.70% were white (106 students), 42.70% were Hispanic (96 students), 7.48% were Asian/Pacific Islanders (17 students,) 1.76% were African Americans (4 students), and 1.76% (4 students) were American Indian.

Gender Distribution / Hispanic Students

Of the 96 Hispanic students in the study, 38.54% were male (37) students, and 61.46% female (59) students. Table 3 provides a detailed breakdown of gender distribution of Hispanic students.

Academic Objective

The response rate to the question on academic objective was 99.13%; there were 229 responses. Table 4 provides a detailed breakdown on the result of the survey:

- 21.84% of the students surveyed intend to go to gradate school, 50 students.
- 40.61% of the students surveyed intend to earn an undergraduate Degree, 93 students.
- 27.07% of the students surveyed intend to earn an Associate Degree, 62 students.

- 10.48%-surveyed students (24) intend to pursue other programs.

In-State or out-of-State College

The response rate to the question of choosing in-state or out-of-state college for continuing with higher education was 99.56%; there were 230 responses. Table 5 provides a detailed breakdown of the surveyed students. Of the responses, 79.56% (183 students) intend to pursue higher education in the state of California, and 20.44% (47 students) intend to choose out of state college.

California State University, Coachella Valley Campus

There were 227 responses to the item whether they are planning to earn an undergraduate degree from California State University, Coachella Valley Campus. The response rate was 98.26%. Table 6 provides a detailed breakdown of students planning to continue education at CVC. Of the 227 responses, 45% (104 students) plan to continue with their education at CVC, 55% (123 students) plan to go to other universities.

California State University, Permanent Coachella Valley Campus

There were 230 responses to the question whether they would be more likely to continue their education locally if there was a permanent California State University Campus in Coachella Valley, the response rate was 98.26%. Of the 230 responses, 56.95% (131 students) would choose a permanent CVC college, 7.82% (18 students) responded that they intend to leave the area, or move away from home and choose an out of town college, and 35.22% (81 students) responded that a permanent CVC campus will not impact their decision on choice of college.

Degree Programs

There were 227 responses on the question of Degree programs students were most interested in; the response rate was 98.26%. Table 8 provides a detailed breakdown on the result of the survey. Of the respondents:

- 44.98% (102) students selected Business Administration,
- 14.53% (33) students selected Accounting,
- 5.28% (12) students selected a degree in Education,

- 4.40% (10) students selected Psychology,
- 3.08% (7) students selected Applied Science,
- 3.08% (7) students selected Liberal Studies,
- 2.64% (6) students selected Marketing,
- 1.76% (4) students selected Engineering/Technology,
- 1.76% (4) students selected Hotel/Restaurant Management,
- 1.32% (3) students selected English as their major,
- 1.32% (3) students selected Information Management,
- .44% (1) student selected Agriculture,
- And 15.41% (35) students selected other programs, such as Economics, Law, Music, Computer Graphics, Science, Radio Broadcasting, Journalism, Political Science, Chiropractor, Finance, Art, Nursing, Criminology, Fire Technology, and Business Economics.

* Note: The following is breakdown of the survey source for the purpose of this study:

- ❖ 68 students from Intro to Expository Writing 051,
- ❖ 43 students from Accounting I and II classes,
- ❖ 49 students from Business Law I and II classes,
- ❖ 71 students from Micro and Macro Economics I

and II class.

Degree Programs / Hispanic Students

There were 92 responses out of the 96 Hispanic students in the survey; the response rate was 95.83%. Of the respondents:

- Of the 33 students selecting a degree in Accounting 14 students (42.42%) selected Accounting,
- 100% (1) student selecting Agriculture,
- 42.85% (3) students selected Applied Science,
- 40.19% (41) students selected Business Administration,
- 58.33 (7) students selected a degree in Education,
- 25% (1) student selected Engineering/Technology,
- 66.66% (2) students selected an English major,
- 25% (1) student selected Hotel/Restaurant Management,
- 28.57% (2) students selected Liberal Studies,
- 33.33% (2) students selected Marketing,
- 40% (4) students selected Psychology,
- 33.33% (3) students selected Information Management,
- And 37.14% (13) students selected other degree programs they were planning to pursue.

CHAPTER FIVE

Data Analysis

Based on the data collected more than 73 percent of the students in the study intend to pursue higher education and transfer to a four-year college. About 45 percent of the students plan to transfer to California State University, Coachella Valley Campus. The same survey indicates an increase of twelve percent if there was a permanent campus in the Coachella Valley.

On the choice of degree programs, the most sought after program is clearly the field of Business Administration with almost 45% of students selecting it as their choice of study, which the Hispanic students in the study comprised over 40 percent of this group. An accounting program was a distant second with over 14 percent of students selecting it as the program of their choice, of which over 42 percent were Hispanic students. Seven out of twelve students that chose Education were Hispanic, which indicted over 58 percent. All other subjects such as Agriculture, Applied Science, Education Engineering/Technology, English, Hotel/Restaurant

Management, Liberal Studies, Marketing, Psychology, and Information Management were all in single percentage of the overall percentage point.

Recommendation Based on the Result of the Study

The result of this study indicates higher number of white and Hispanic female students seeking higher education than their male counter parts. Over 73 percent of the surveyed students intend to transfer to a four-year college to continue with their education. This indicates the need for a permanent four-year college in the area, and how this would both benefit and serve local students and benefit the business sector in the area. The statistics indicate that the Coachella Valley lacks in educated and trained work force. A four-year college not only brings prestige and recognition to a community. It brings culture and better-educated residents to a community.

Over forty five percent of the surveyed students indicated that they intend to transfer to CVC but the number increased by twelve percent when they were asked how would a four permanent Coachella Valley campus impact their choice of college. The majority of the students (over 73%) in the survey intend to pursue higher education locally through off-campus sites in the area. A small group of

students intend to move away from home and experience a college campus experience away from home.

Race attribute does not seem to play a role in choice of program among students. Thus, future course offering might take into account that an overwhelming number of students regardless of race intend to get a degree in the field of Business Administration.

Availability of higher education in the Coachella Valley will influence social, political, economic, technological, and environmental welfare of the area. The recorded ancient wisdom of King Solomon recounts that a community without a vision perishes. Visions inspire both individuals and communities to greatness. They empower both individuals and communities to meet challenges with courage and resolve. They move communities to purposes that often enrich human civilization.

During its generation of existence, California State University, San Bernardino has enjoyed two visions. At times these two value systems have been cast as opposites. In fact, while each vision has had its own distinctive

emphasis, in time each incorporated key elements of the other. Each contributes to the promises of the other.

Indeed, in the final analysis, the history of this university is not the story of two divergent visions, but rather of one continuous narrative of process. Throughout its history, in good times and bad, a vision of higher purposes to be achieved has been the university's most treasured asset. Faculty members' crucial role is to provide what the community needs as the purveyors of knowledge in a community (McAfee, 7.)

APPENDIX A

TABLE 1
Gender Distribution

	Number of Students	Percentage
Male	96	41.55
Female	135	58.45
Total	231	100

TABLE 2
Race Distribution

Race	Number of Students	Percentage
White	106	46.70
Hispanic	96	42.70
Asian/pacific Islander	17	7.48
African American	4	1.76
American Indian	4	1.76
Total	227	100

TABLE 3

Gender Distribution/Hispanic Students

	Number of Students	percentage
Male	37	38.54
Female	59	61.46
Total	96	100

TABLE 4**Academic Objective**

Academic Objective	Number of Students	Percentage
Associate Degree	62	26.96
Bachelor's Degree	94	40.87
Master's Degree	50	21.74
Other	24	10.43
Total	230	100

TABLE 5

In State or Out-of-State College

	Number of Students	Percentage
California	183	79.56
Other States	47	20.44
Total	230	100

TABLE 6

**California State University,
Coachella Valley Campus (CVC)**

College	Number of Students	Percentage
CVC	104	45
Other	123	55
Total	227	100

TABLE 7

**California State University,
Permanent Coachella Valley Campus**

College	Number of Students	Percentage
CVC permanent Campus	131	56.96
Other universities	18	7.82
Makes No Difference	81	35.22
Total	230	100

TABLE 8**Degree programs**

Program	Number of Students	Percentage
Business Administration	102	44.98
Accounting	33	14.53
Education	12	5.28
Psychology	10	4.40
Applied Science	7	3.08
Liberal Studies	7	3.08
Marketing	6	2.64
Engineering/Technology	4	1.76
Hotel/Restaurant Mgmnt	4	1.76
English	3	1.32
Information Mgmnt	3	1.32
Agriculture	1	.44
Others	35	15.41
TOTAL	227	100

TABLE 9**Degree Programs/ Hispanic Students**

Program	Total Number Of Students	# of Hispanic Students	Percentage
Accounting	33	14	42.42
Agriculture	1	1	100.00
Applied Science	7	3	42.85
Business Admin.	102	41	40.19
Education	12	7	58.33
Engineering/Technology	4	1	25.00
English	3	2	66.66
Hotel/restaurant Mgmnt	4	1	25.00
Liberal Studies	7	2	28.57
Marketing	6	2	33.33
Psychology	10	4	40.00
Information Mgmnt	3	1	33.33
Others	35	13	37.14
Total	227	92	

APPENDIX B

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March 28, 1999

Dr. Diane Ramirez
Dean of Student Services
College of the Desert
43500 Monterey Ave.
Palm Desert, Ca. 92260

Dear Dr. Ramirez,

I am working on my thesis in partial fulfillment of the requirements for the degree in Master of Public Administration from California State University, Coachella Valley Campus. The subject of my thesis is to find out how would the proposed permanent California State University Satellite Campus affect the motivational level of the students' attending College of the Desert. Would they be more likely to continue their education for the goal of attaining a bachelor's degree? What courses and degree programs they are interested in? I would also like to analyze my findings for differentiation on cohorts' subject of study.

I propose to do this by canvassing various classes 15 minutes prior to start of scheduled lectures. I have enclosed a copy of the survey questionnaire for your approval. I would greatly appreciate your consent to my proposal.

Sincerely,

Abby Mozoras

APPENDIX C

April 22, 1999

Dear Participant,

I am currently working on my thesis in partial fulfillment of the requirements for my M.P.A. degree. I need to collect some information/data from C.O.D. students for my thesis. I greatly appreciate your time in completing the following survey. The survey should take about ten minutes to complete. Please answer all of the following questions if possible. Thanks again for your time.

Sincerely,

Abby Mozoras

College of the Desert Student Survey

Name (optional)-----
-----Date -----
Course title -----
-----Instructor-----

Instructions:

Please respond to each item by checking the appropriate answer and entering the requested information:

1. gender:

----- Female Male -----

2. Age -----

3. Marital Status:

----- Single Married -----

4. Race/Ethnicity:

----- American Indian

----- Asian/Pacific Islander

----- African American

----- Hispanic

----- White, non-Hispanic

5. Employment status:

----- Full-time employment (36 hours a week or more)

----- Part-time employment (less than 36 hours a week)

----- Not employed

6. Academic objective:

- Associate Degree (AA)
- Bachelor's Degree
- Master's Degree
- Other

7. Are you planning to get your bachelor's degree from a four-year college in state of California?

Yes ----- No-----

Please specify-----

8. Are you considering getting your bachelor's degree in the off-campus California State University, Coachella Valley Campus?

Yes----- No-----

If not, please state your reason-----

9. Would you be more likely to continue with your education if there was a permanent California State University, Coachella Valley Campus:

----- Yes No -----

----- Makes no difference

10. If you intend to pursue higher education, what degree programs would you be most interested in:

- Accounting (BA)
- Agriculture (BS)
- Applied Science (BS)
- Business Administration (BA)
- Education (BA)

----- Engineering/technology (BS)

----- English (BA)

----- Hotel & Restaurant Management (BS)

----- Liberal Studies (BA)

----- Marketing (BA)

----- Psychology (BA)

----- Information Management

----- Other, please specify-----

11. Are you more likely to take a course towards your bachelor's degree in the California State University, Coachella Valley Campus if the course schedule was (offered):

----- In the morning (8 to noon)

----- In the afternoon (1 to 5)

----- In the evening (6 to 9)

----- Saturdays

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